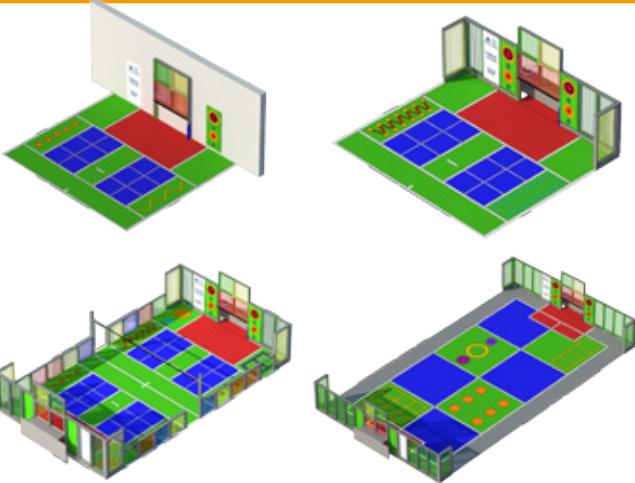
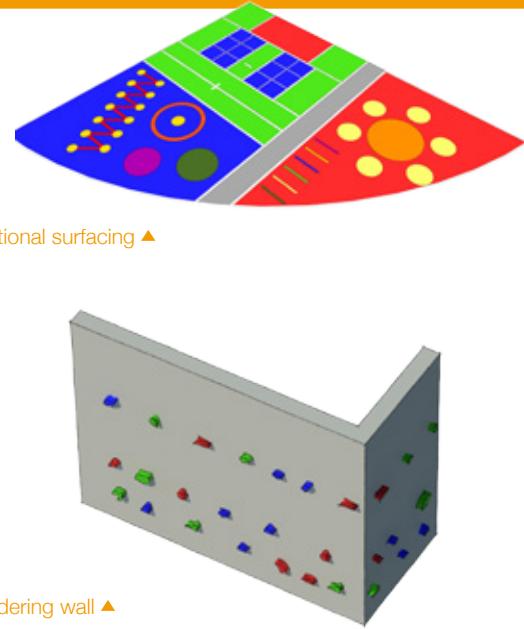


Component checklist and planning sheet

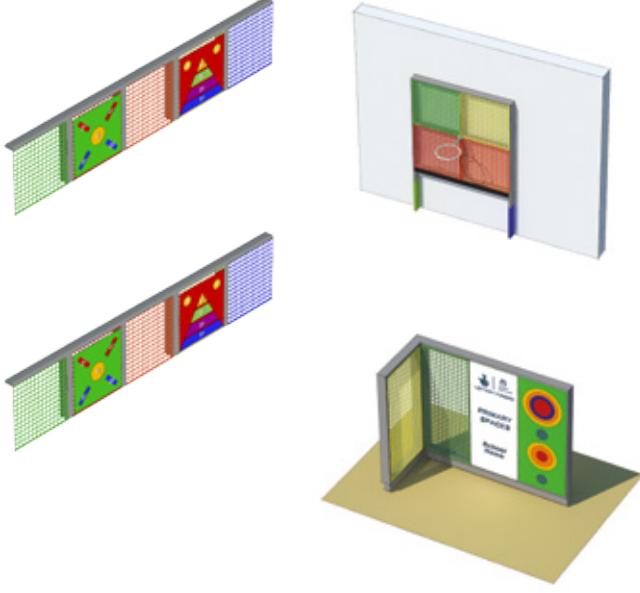
Introduction

The components have been put together to provide an attractive and exciting facility that can be installed in your playground with the minimum of disruption. It is not anticipated that any of the components will require planning permission. The various options recognise that no two sites are the same and that space is always at a premium.

Component	Ideas for usage	Your design choices and questions
▼ Activity spaces (PS1-4) 	<p>Divide the games space available into different activity areas or zones to maximise use of the space.</p> <p>Grids and space markings can help with the identification of areas and boundaries for activities, skills and games, and will help with the organisation of pupils and groups too. Working in set areas can develop children's spatial and cognitive awareness.</p>	
▼ Additional surfacing and bouldering wall (PS15 & PS14)  Additional surfacing ▲ Bouldering wall ▲	<p>Both of these components provide additional opportunities for encouraging free play and unstructured activity within your primary space.</p> <p>Bouldering is an early form of rock climbing that develops balance, stability, stamina and good finger and leg strength. The challenge of traversing a bouldering wall provides suitable adventure and risk activities within the safe confines of a low level structure. It is also great for encouraging free play and unstructured activity.</p>	

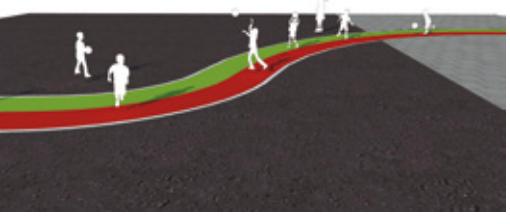
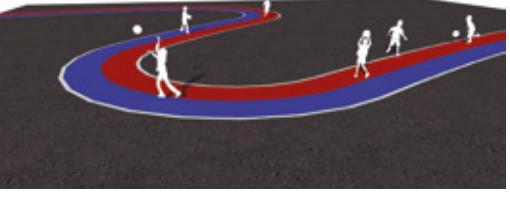
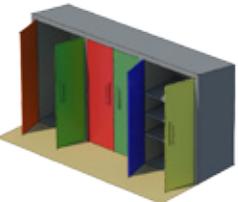
More ideas overleaf

Component checklist and planning sheet (continued)

Component	Ideas for usage	Your design choices and questions
<p>▼ End walls, hoops and fences</p>  <p>Fences & Walls ▲</p>	<p>These fences and walls will provide enclosure of the activity space, and a useful ball rebound surface. The landscape and target images and graphics on them will not only brighten up the sports/activity space but can be a catalyst for imaginary play and creative movement or a focus for wider learning. i.e. storytelling through physical activity.</p> <p>Hoops can be used for aiming and target activities, and can be used to play small sided games of basketball (3v3) and netball. Consider setting challenges for children (first to 5, how many can be scored in 1 minute, change distance from the hoop) which can be undertaken individually or in teams in a relay style.</p>	
<p>▼ Nets & covers</p> 		

More ideas overleaf

Component checklist and planning sheet (continued)

Component	Ideas for usage	Your design choices and questions
<p>▼ Tricks and trails (PS 6 & 7)</p>  	<p>The activity track and meander trail both provide a defined route within which various activities can be undertaken. A range of locomotion skills can be encouraged around the tracks to aid co-ordination and fitness.</p> <p>Consider choice of:</p> <ul style="list-style-type: none"> ▶ Pace (e.g. walking, jogging, skipping, running). ▶ Duration (e.g. 1 minute, 2 minutes, 5 minutes). ▶ Distance (once round / twice etc). <p>Specific stations (stop-off points) can be identified where skill tasks or fitness exercises are suggested (i.e. hopscotch, target throw, star jumps). Activity cards could be used as well as dice to identify the number of goes or exercises required (i.e. 4 high knee jumps).</p> <p>The tracks can be used to provide a link between key activity spaces to support movement between areas, and provide a direct link between the activity area and school access points.</p>	
<p>▼ Equipment storage (PS5)</p> 		

Practical ways to engage the school community

It is important to consult with all members of the school community to check that plans are relevant and meet everyone's needs. Below are some ideas on who to engage, alongside practical suggestions for undertaking this.

Involving children

Involving the actual users of the space is really important as children are often aware of things that adults may miss. They can identify issues with the current space and provide details on activities that they would like to do. If you have current Play Leaders involved in supporting your playtime, then they can be really effective in understanding what happens and how it can be improved.

Consider:

- ▶ Asking the children to develop their own playground game designs in class or for homework. This could be run as a competition with the entries grouped in age categories and prizes offered.
- ▶ Involving pupils in the choice of equipment that is purchased to use within the new facility.
- ▶ Opening up the playground up to all children to help build relationships e.g. siblings, families etc.
- ▶ Using chalk to mark out the proposed space and check children's enjoyment of the markings and space before making them permanent.

Involving headteachers, senior managers and governors

It is imperative that headteachers and key senior personnel within your school are involved within the project to ensure its priority, effective management and links with wider whole school issues.

Identifying areas within your school development plan that the project can support should ensure sufficient time and focus are provided on the development and delivery of the scheme, and help clarify its impact.

In particular, the contribution of the project to improvements in behaviour, physical activity levels, concentration, attendance, attainment and achievement and or, pupils' spiritual, moral, social and cultural development should be considered, identified, monitored and measured to identify any changes and evidence of enhancement.

Involving teachers, teaching assistants & lunchtime supervisors

Teachers, teaching assistants and lunchtime supervisors will all be fully aware of the current playground use and any issues that arise as a result which they will directly deal with. They will understand current trends and interests, and also wider considerations around individual pupils needs, and will have useful ideas on how to respond, engage and address these.

Teachers and teaching assistants should be encouraged to think about how they currently use the space for PE lessons and what additional markings / equipment could support them with this.

Lunchtime supervisors input, as the direct people with responsibility for lunch and playtime should be engaged from the outset. This will ensure they feel valued, involved and respected, and more likely to support the project and its successful delivery.

Parents and community stakeholders/users

Parents will be keen to support their children's physical activity and enjoyment of break and lunchtime play opportunities. Inform them of the project and associated benefits and involve their ideas and input. This could be through a questionnaire, comments box, or by supporting their child's playground design homework. Engage them through the pupils and also by consultation with your Parent Teacher Association or other school parental support groups.

Consider the community users of the school playground (i.e. wrap around care clubs, after-school provision, community sports and activity users) and inform them and include them within the planning and design process. They will be able to advise on their own current use and how proposed improvements could aid and support their delivery as well.

Playground committee

Many ideas and inputs can help to clarify the most effective use of the space for the benefit of the widest group of users. To support effective consultation and ongoing communication with all, consider establishing a Playground Committee which could include representatives from all of the above groups.

Pupil PE, sport and health-related activity

Attitude questionnaire

▼ PE

I enjoy PE:

Always Usually Hardly ever Never

I enjoy PE outside:

Always Usually Hardly ever Never

I learn a lot in PE:

Always Usually Hardly ever Never

I am confident in PE lessons:

Always Usually Hardly ever Never

I feel good about what I achieve in PE lessons:

Always Usually Hardly ever Never

I know how to improve in PE

Always Usually Hardly ever Never

▼ School sport (clubs before & after-school)

I enjoy school sport clubs:

Always Usually Hardly ever Never

I enjoy school sport clubs when run outside:

Always Usually Hardly ever Never

I learn a lot in school sport clubs:

Always Usually Hardly ever Never

I am confident in school sport clubs:

Always Usually Hardly ever Never

I feel good about what I achieve in school sport clubs:

Always Usually Hardly ever Never

I know how to improve in school sport clubs:

Always Usually Hardly ever Never

Pupil PE, sport and health-related activity (continued)

Attitude questionnaire

▼ Physical and health-related activity & play (break and lunchtime)

I enjoy activities outside at break and lunchtime:

Always Usually Hardly ever Never

I play with friends at break and lunchtime:

Always Usually Hardly ever Never

I am confident to play in the playground at break and lunchtime:

Always Usually Hardly ever Never

I feel good about playtime at break and lunchtime:

Always Usually Hardly ever Never

I feel safe at break and lunchtime:

Always Usually Hardly ever Never

▼ Home and community activity

I enjoy activities outside of school:

Always Usually Hardly ever Never

I learn a lot from activities outside of school:

Always Usually Hardly ever Never

I am confident in attending activity clubs outside of school:

Always Usually Hardly ever Never

I feel good about what I achieve in activities outside of school:

Always Usually Hardly ever Never

I know how to improve in activities outside of school:

Always Usually Hardly ever Never

Pupil PE, sport and health-related activity (continued)

Attitude questionnaire

▼ Other possible playground statements

In the playground I run around a lot.

Boys take up more space than girls.

I play with children in other years.

Sometimes people argue about the games we are playing.

Boys have more things to do than girls in the playground.

Lunchtime is boring.

Some pupils call other pupils names at lunchtime.

Lunchtime supervisors help us to play activities and games.

Playground leaders help us to play activities and games.

We have equipment to play with in the playground.

Children bring their own equipment from home to play with.

Children create their own games in the playground.

There is bullying in the playground.

Too much football is played.

Girls take up more space than boys.

Pupil PE, school sport & health-related activity

Pupil attitude survey

For each of the following areas, list what you like and do not like about PE, school sport and health-related activities.

	What I like ☺	What I don't like ☹
PE		
School sport (clubs before or after-school)		
Health-related activity and play (break and lunchtime activities)		

Playground leader application form

Name: Class:

Why do you want to be a playground leader?

Give examples of how you are good at

- Explaining things
- Listening to people
- Being friendly and approachable
- Being helpful
- Being enthusiastic
- Being patient

Why do you think you would make a good playground leader?

What would you do if.....

- a) You saw two children arguing over equipment?

.....

- b) You saw someone on their own looking unhappy

.....

Primary Spaces playground leader

Job description - Primary Spaces playground leader

Responsible to

- PE co-ordinator / Playground manager / Lunchtime supervisors

Overall role

- To support the organisation of activities for young people in the Activity Space

Tasks

- Talk to the lunchtime supervisors / PE co-ordinator about the use of space and activities.
- Organise loan of equipment from the store.
- Encourage and support ALL pupils to take part in the activities.
- Support the safe use of resources.
- Provide help and guidance to the pupils on how to play the activities.
- Encourage pupils to make up their own games.
- Talk to the lunchtime supervisors and PE co-ordinator / playground manager about how delivery could be improved.

Skills required

- | | | |
|------------------------------|----------|------------------|
| ► Helpful | ► Fair | ► Questionnaires |
| ► Enthusiastic | ► Honest | ► Patient |
| ► Willing to give their time | ► Kind | ► Friendly |

Pupils physical activity home survey

Dear Parent

Our school are keen to ensure that all of our pupils are physically active and meeting the Department of Health recommendation of undertaking a minimum of 60 minutes moderate to vigorous intensity activity (and ideally up to several hours) each day.

As such, we would appreciate you completing the attached questionnaire to feedback on your child's current activity levels. Please complete this with your child, where possible. Thank you.

▼ Please tick which box is relevant and provide additional information as required.

1. My child walks to school

Yes

Please identify how long this takes in minutes:

No

Please identify how long this takes in minutes:

2. My child is active before school

Yes

Please explain how, and duration (minutes / hours per day)?

No

Please explain reasons why:

3. My child is active at school

Yes

Please explain how?

No

Please explain reasons why:

4. My child is active after-school

Yes

Please explain how (i.e. after-school clubs/community sports clubs etc.), and duration (minutes/hours per day)?

No

Please identify how long this takes in minutes:

Pupils physical activity home survey (continued)

▼ Please tick which box is relevant and provide additional information as required.

5. My child walks home from schools

Yes

Please identify how long this takes in minutes?

No

Please explain reasons why?

6. My child is active at weekends

Yes

Please explain how and the number of minutes/hours over the 2 days (Sat & Sun)?

No

Please explain reasons why?

Total number of hours your child is active per week

Hours

Minutes

Do you think your child does enough activity per day/week.

Yes

Please explain how?

No

Please explain reasons why:

Thank you for taking the time to complete this questionnaire.

Please return it to school at your earliest convenience.

Creating new games for your activity space

Children's excitement about the new space will focus on their eagerness to 'have a go' and know what new ideas and games can be played in the activity area. Some ideas can be provided for them by adults, but just as important will be the opportunity for them to develop and create their own ideas. The below list identifies things that can be done to help create new games ideas for your playground.

- ▶ Encourage exploratory and discovery activities through experimentation and use of imagination.
- ▶ Ask young people questions to help them develop their own ideas for games and activities rather than giving them the answers.
- ▶ Develop a curriculum theme around playground games or build playground games into a curriculum topic i.e. Victorian or Roman playground games, get pupils to research these and then play them or Space themed playground games.
- ▶ Keep a record of any new games that are developed and encourage young people to share their ideas with others.
- ▶ Develop a 'games box/folder' containing a variety of ideas. Encourage parents and other family members to share their best playground game ideas also.
- ▶ Introduce activity cards to provide ideas for games to start the children playing activities. These can be either made or bought.
- ▶ Teach children some playground games during curriculum time that they can use at break and lunchtimes.
- ▶ Assign a project to the older pupils who could research playground games and activities on the internet and compile a playground games kit.